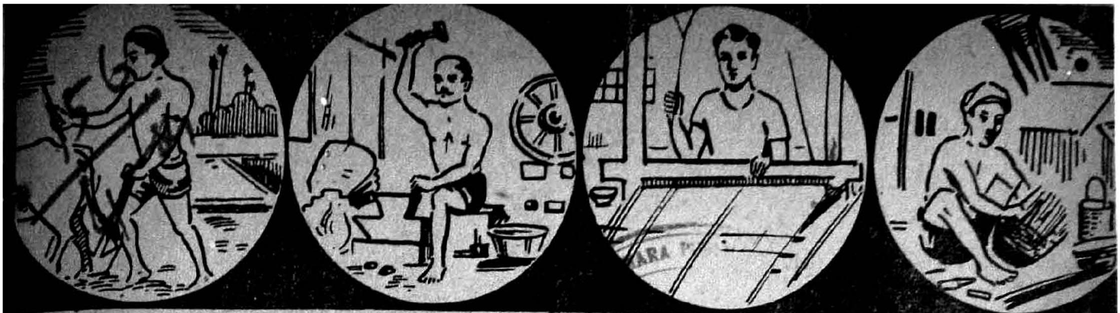

ADULT EDUCATION REVIEW

Hon. Editor. Sri. G. Harisarvottama Rau. M.A.

VOL. V] AUGUST [No. 10

National Planning must aim at Creating a New Type of Mind.

We want India of the future men and women of vision, courage and honesty of purpose who will be able to play their part worthily in the field of national activity. The National Planning must therefore aim not merely at the utilisation of our existing resources, but at the creation of a new type of mind. This is what makes Creative Education so important for the future welfare of the nation. What is needed is not only expansion of the facilities but also an improvement in the quality of Education. This would mean an immense educational effort which unfortunately we cannot carry out on a nation-wide scale for lack of adequate finance. We must however do all we can to raise the standard of teaching and transform the educational ideology of our institutions at all levels.

ABUL KALAM AZAD

S I A E A

EACH ONE TEACH ONE

PUBLISHED BY T. J. R. GOPAL
E SOUTH INDIAN ADULT EDUCATION ASSOCIATION MADR

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OFFICIAL REPORT READY

Second South Indian Regional Seminar on Adult Education held at Ernakulam in April 1953

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EDITORIAL

Libraries and Adult Education

As has now been well-recognised in our Country today Adult Education is not mere literacy. Literacy is the first step and the most essential step because it helps the individual to gain competency for self-education. Even this competency would remain a mere myth if the individual is not trained in the reading habit. This is possible only where libraries small or big are provided for the community. In fact to stabilise literacy library books are provided in some of our States today as a part of education policy. Therefore as Adult Educationists we can easily perceive what intimate relation exists between the library and Adult Education. But in the world the library endeavour started long before Adult Education was recognised as a problem. Man as he became educated demanded and was conceded the right of access to books. Every School has its library and the public or a private library was practically an extension of the school library for a very long time. The world long behaved and still behaves to some extent as though provision for education has to be made only for children. The Adult—illiterate or educated—was not in the picture for long. In truth it is the experience of Library Service that generated the idea of Adult Education.

In our own experience in South India the Library Movement preceded the Adult Education Movement. The Andhras brought into existence their library Association in 1914 and after working it for a length of time found that they had no clientele worth the name without the adults of the Country being made sufficiently literate. Further South also the Madras Library Association was founded long before the South Indian Adult Education Association. When the Public Libraries Act was on the anvil in the Madras Legislature the Andhradesa Library Association actually suggested that there should be enacted a Public Library and Adult Education Act signifying that Adult Education started with the Library endeavour and it was the duty of Libraries to carry forward Adult Education. In advanced countries the Library has become the centre of Adult Education work. Though there are distinctive Adult Education

agencies in those countries like Evening Classes, Workers' Association and even Adult Education Committees and associations the Library endeavour which is very wide spread has shouldered great responsibilities in regard to Adult Education. But that has been done in a slow and progressive manner.

*In an article on the subject of the Library and Adult Education from the Bulletin (April 1954) of the American Library Association to which we draw attention of both our librarians and Adult Educationists. The article in question tells us how library service has adapted itself to Adult Education endeavour. "The first recognisable effect" was the establishment of Readers, Advisory Service. Slower to come to fruition was a proposal for adapting book arrangements in public libraries to their Adult Education objectives. Books came to be arranged not by subject contents but by motivation in peoples' minds—Reader Interest classification. The use of films and recordings has won general acceptance by libraries in recent times. Film as a part of Library Service has to-day become fully accepted. Whereas in 1942 only three public libraries had provided films as a part of their Services in U. S. A. In March 1953, 70,314 films were viewed by 3,728,428 persons in tens and tens of American libraries. These libraries are trying vigorously to solve problems that have arisen. The libraries in America and other progressive countries have added to their duties, work with groups. "Evidences are legion of pioneer work with many special organisations such as labour organisations, women's study clubs, and Church groups". Programmes have been organised for the young people, for the aging and for displaced persons. As the author of the article points out these reflect the library's awareness of and ability to identify itself helpfully with the social problems which show in Community life. That is equally what is required of the Adult Educationists also.

Our Country is today in the thresh of a new development through Adult Education. Our rural communities are facing problems all along the front—political, economic, and social. General library effort has already appeared and special library effort is being taken up as part of our Adult Education programmes. It is essential, therefore, that the legislator, administrator, and social service volunteer all acquaint themselves with what is happening in the more progressive countries of the world and carefully tune their effort to the proper pitch and tone for our country and for our people.

Group Training School in Fundamental Education, Mysore.

[Matter from pp. 31 and 32 of UNESCO Bulletin April 1954.]

By generous invitation of the Government of India and the Government of Mysore State, this pioneer training scheme has established its headquarters at the Yelwal Bungalow, 10 miles from the City of Mysore. The scheme which began on 16th November 1953 with a two-week orientation seminar in Paris for the European students, will continue until August 1954. It is intended to equip the participants with knowledge and experience required for international or national service as specialists in fundamental education.

*To be published in the next issue.

Ten fellowships covering the cost of travel and subsistence for the course have been made available by UNESCO in 1953, 4 by the Government of India and one student from Burma has received a fellowship under the UNESCO T. A. programme. Members of the team are all college graduates, between 21 and 30 years of age.

The group has divided itself into three working teams specialized in basic survey and evaluation, literacy and andio-visual media; a fourth team, drawing its members from the other three, is studying local training of field workers, community organisation, methods of Indian educators in raising the level of village life and ways to perfect techniques and materials for future fundamental education projects.

Local Governmental Departments and various training centres have been visited such as the Mysore State Adult Educaticn Council's Vidyapeetha (Village training centres), the Extension training centre at Mandya, the National Extension Scheme at Malavalli and the Community Development Project at Shiralkoppa in Shimoga District.

A basic survey of several villages selected for the practical activities of the group and a special course prepared by the University of Mysore for the acquisition of a working knowledge of Kannada, the language of the training area, have been started. Essential technical equipment has been provided by UNESCO.

The practical and experimental training undertaken is pursued in a creative and co-operative atmosphere and augurs well for the success of the project.

We have had the pleasure, now of perusing the books published by this centre—Two Primers, one Practice Book and a Teachers' Guide (in English). The Primers and Practice Book are in Canarese. The Teachers' Guide has had to be based upon these Canarese Books. It is inconceivable how these books can be of use for International or National purposes. The centre was being held in South India. There are four languages in use in this area—Telugu, Tamil, Canarese and Malayalam. If the numbers of people speaking these languages are taken into consideration Canarese really comes third. The venue need not be questioned on this ground if sufficient care was bestowed on selecting representatives of these languages to collaborate at this centre and all these languages which have a great deal in common were made the basis of research work turned out at the centre. There are 16 Trainees, in call, from nine countries, of Asia and Europe; Austria, Belgium, Burma (Union of) Denmark, France, German Federal Republic, Netherlands, India and Norway. It will be seen that except for India and Burma the rest of the countries represented are all European. For them a two-week orientation seminar was held in Paris. Much time must have been spent in acquiring a rudimentary knowledge of Kannada the language of the area. We are told that the University of Mysore prepared a special course for the acquisition of a working knowledge of Kannada. The whole training covers barely nine-months. We are afraid that the UNESCO which has sponsored this scheme has still at the back of its mind the notion that experts can come only out of European Nations for International affairs. Otherwise there is no reason why at this centre for International Service in Fundamental Education Seven European Nations should have been given representation out of Nine countries represented. We have probably to be thankful that the two Assistant Directors Mr. Mushtaq Ahmed and Mr. V. Krishnaswamy are Indian. We consider that the UNESCO has yet to learn how to make International efforts serve effectively. There should be no more I.C.S. types of experts who were considered a heaven born service. Every area of the world must be able to share the advantages of international efforts in collaboration with its neighbours if need be and contribute its own men of skill to the

UNESCO Group Training Scheme for Fundamental Education, Mysore

C. R. PARAMESH, B. A., (Hons.)

A Group Training Scheme for Fundamental Education was organised by the United Nations Educational, Scientific and Cultural Organisation. The objective of the scheme was to train specialists to work in fundamental education projects and to equip them with knowledge and experience required for such work. The term "fundamental education" has been adopted by UNESCO to cover a wide range of educational activities. It has been defined by UNESCO as "that kind of minimum and general education, which aims to help children and adults who do not have the advantage of formal education, to understand the problems of their immediate environment and their rights and duties as citizens and individuals and to participate more effectively in the economic and social progress of their community." Therefore, in a broad sense this corresponds to "Social Education" in India.

This group training scheme was the first of its kind to be sponsored and organised by UNESCO. By generous invitation of the Government of India and the Government of Mysore State, this scheme was established in Mysore, with its headquarters at the Yelwal Bungalow, 10 miles from the City of Mysore. The duration of the scheme was 8 months, from December 1953 until July 1954.

The course consisted of a Director, Mr. John Bowers, (U.K.) staff of the Secretariat of UNESCO and two Assistant Directors Mr. Mushtaq Ahmed of Delhi, and Mr. M. V. Krishnaswamy of Mysore. In addition to these permanent staff members, outside experts were brought in as visiting consultants to the scheme.

The course consisted of sixteen members, including six from different States of India. Nine members came from Europe and one from Burma. Thus the members of the scheme were representatives of 9 differents countries of Asia and Europe—Austria, Burma, Belgium, Denmark, France, Germany, Holland, India and Norway. Since the course was intended to train young persons who are keenly interested in the work of fundamental education, all the trainees were between 21 and 30 years of age. These trainees already had experience in Social Education, Literacy work and such other fields of fundamental education. The activities of the course began on November 16, 1953 with a two-week orientation Seminar in Paris, for the European students. The group spent the first week of December in visiting the Government Departments, institutions, and other educational projects in Bangalore. On the 7th December the group assembled at the Yelwal Bungalow. The group, with the Director in the Chair, met for the first time in the Bungalow, and after careful consideration and discussion of each member's interests and previous experience, the group divid-

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world. The Yelwal centre appears to run another course. If at least then all the South Indian populations are enabled to part take in its activities a better way of dealing with the problem would have been adopted.

Hyderabad Wake-up

The ANDHRA PATRIKA in its daily issue of the 19th instant published the news that 21 Adult Education centres in the Hyderabad State started in 1950 to remove illiteracy from amongst the working population were closed down last month. The paper says that the welfare department of the coal mines discontinued their grants to these institutions and therefore they had to be closed. If this is true, it is really very sad. The Hyderabad State Government will do well to take up the matter and find out how the grants came to be discontinued and do their utmost to get the centres to reopen.

ed itself into the following three teams: (1) a Literacy Team, (2) an Audio-Visual Aids Team, and (3) an Evaluation Team. At a later stage a fourth team called the Training Team was formed to study the training of field workers and local leaders.

The group, divided into specialist teams, spent two weeks in visiting the Mysore State Adult Education Council's Vidyapeeths, the National Extension Training Centre, the National Extension Pilot Project and the Community Development Project in the Mysore State. This gave an opportunity for the teams to make a general study of these projects related to fundamental education and at the same time the teams were able to make an intensive study of different aspects of these projects according to their interests and needs. The group also visited a few places of historical interest and importance.

By the end of December, the group re-assembled at the Yelwal Bungalow. With great interest and enthusiasm, the teams settled down for practical training and work. Each team, after this stage, met separately and discussed and planned its work. The Group also met on different occasions and discussed the progress of the scheme. The entire course was conducted in English since it was a mixed group; but we had developed a special "Yelwal Dialect" of the language as our Director put it. The University of Mysore had however, prepared a course of Kannada lessons for the group, but in spite of our Assistant Director Mr. Krishnaswamy's efficient teaching, it was not a success, except in the case of a few members. Nevertheless, it was not felt as a big handicap in carrying out our work. It should be mentioned here, that there were very few lectures, if at all they should be called so, because the policy of the scheme itself was to reduce the academic lectures and discussions to the minimum.

In the course of this training period, the Literacy Team had set out to prepare teaching and reading materials in Kannada based on the Eclectic or Global—Analytic method, recommended by Prof. William S. Gray, in his "Preliminary Survey on Methods of Teaching Reading and Writing." At the request of UNESCO, Prof. Gray wrote this book after making an intensive study of the various methods and materials existing in different countries of the world. For the literacy team the teaching and reading materials in Kannada were written by the well known writer Sri K. S. Karanth and they were illustrated by the famous artist Sri K. K. Hebbar. The literacy team produced the following materials:—(1) two primers, (2) two Work-Books, to go with the primers (3) a Teachers' Guide; and (4) three Supplementary Readers. In the month of June, the team established three "Experimental Adult Literacy Classes"—one of them being for women—in the villages. The materials produced by the team are being used in these classes by the teachers who were trained by the team. The merits and defects of this method of teaching and the materials produced could be evaluated only in May 1954, when the full period of teaching will be over. The literacy team was headed by Mr. Mushtaq Ahmed, Jamia Milia University of Delhi, who has worked on literacy methods in India, Europe and America.

The Audio-Visual Team, with its leader Mr. M. V. Krishnaswamy, Mysore, who has five years experience of film work in Europe, programmed to produce audio visual aids for use in Fundamental Education. Unlike other teams, this team consisted of members specialising in the production of different audio-visual materials such as educational films, rural radio broadcasts and film-strips. This team produced a colour film called "A Garden Comes to Life," based on village horticulture and another black and white film on tree planting. It also prepared six experimental rural broadcasts and some film strips.

The Evaluation Team or the Social Sciences Team, as it was called later on, consisted of specialists in Sociology, Anthropology and Psychology. An understanding of the problems of the villages is necessary for the planning of their development and education. Therefore this team, after careful planning and preparation of a questionnaire, made a basic survey of economic and social problems of a few villages near Yelwal with the help of two students from the university. Two villages were studied thoroughly and intensively by actually staying in the villages for several weeks. The psychology members of the team planned and carried out the programme of testing

and evaluation. They tested the achievements of a number of adults in two literacy classes of the Mysore State Adult Education Council—the experience and results of which were useful to the Literacy Team in its production of teaching materials for adults. Another important programme of the psychologists, was the evaluation of the audience-reaction to the existing Audio-visual programmes. The illustrations drawn for the literacy materials were also tested in the villages, to find out how far the illiterate adults could comprehend them. Similary posters were tested in the villages, to find out how far the ideas conveyed were understood by the people. The psychologists also tested the intelligence of the adults in the three literacy classes, so that this would be useful when each student's achievements are measured

The fourth was the Training Team. This team studied the appropriate methods of training field-workers and local leaders. It took up a neglected garden in Yelwal and actually worked on it to the extent that it was made a model garden. Many gardeners of the area visited this garden and saw the improved methods of horticulture. The team also trained a Mobile Horticulture Unit to carry out demonstrations and to set the other gardeners thinking as to how they could improve their gardens within their means. In all this work, the task of the educator was to change the attitude of the people themselves.

Thus each team worked independently; but a number of Group Meetings were held to co-ordinate the activities of the different teams and to acquaint all the members with the work of every team. Each team also produced two Manuals, A and B, on the basis of its experience and work. These Manuals were intended to be guides for specialists and field-workers in fundamental education.

To sum up, the objective of the scheme was primarily to train the future specialists in fundamental education. However, the by-products of the scheme were quite significant in quality and quantity.

In conclusion, let me remind you that I have only explained the scheme and have listed the achievements of the different teams. But, I have not explained here how each team planned, organised and carried out its programme. How did the Literacy Team choose the content of the Primers? How were these materials analysed? How were the teachers trained? How did the Audio-visual Team choose the topics for its films? Why is basic survey necessary? How did the Training Team train its Mobile Unit? What were the different steps taken in each of this work and in what order? What were the problems and difficulties involved in all these works? These were some of the practical questions that were tackled by the Group. But, no attempts are made here to answer these questions.

SOUTH INDIAN ADULT EDUCATION ASSOCIATION.

FILM DIVISION.

A Films Division has been started under the auspices of the Association with a view to encourage and help the Adult Education Workers in finding financial aid to maintain their Centres effectively.

For full particulars, please apply to :

The Organising Secretary,

The South Indian Adult Education Association,

10, Narasinghapuram Street, Mount Road, Madras-2.

7-DEC 1955

Adult Education in the Liberated Areas in French-India

Mr. T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association, visited French India Liberation area at the invitation of Mr. H. S. Paul, Former Collector of South Arcot and now the Administrator, of the French India Liberation Government, Nettappakkam and opened four Adult Education Centres in Tirubhuvanai, Kalitheerthapakkam Mudukalathur and Madakalathupalayam villages. In Madakalathupalayam, the villagers themselves erected a small building to house the Social Education Centre along with a Reading Room and a library. These are the four villages out of 55 villages liberated from the French Government. This forms 2/5 of the entire French territory in and around Pondicherry. The extent of the liberated area is about 62 sq. miles. The population of the liberated area round about Pondicherry is about 50,000. The French Government have not shown any interest in Education. In the 55 villages of about 50,000 population there were only two Elementary Schools. Major portion of the population in these villages is illiterate.

Immediately after the completion of the liberation, arrangements were made by the Leaders of the movement to form a Government with a view to administer the liberated area with the object of doing utmost good to the people living in the area. The French India Liberation Council was formed on the 16th May 1954, with 19 members which included representatives of the villages which had been liberated in Mahe area also. The Council, it seems, met twice and passed various resolutions as to how best the area should be administered and steps to be taken towards that end. The Organising Secretary had the pleasure to meet one of the important members of the Council, Mr. Muthukumarasamy Reddiar, who is the local leader and the Chief of the Liberation Government at Nettappakkam. He and his Council considered that it should be best in the interest of the administration that an experienced Administrator should be appointed to run the administration. The Council was fortunate to secure the services of a retired I.A.S. Officer, Sri H. S. Paul who was the Collector of South Arcot from 1949 to 1952, and who consequently had knowledge about the area and about the pro-merger movement. The Council also secured the services of the senior Dy. Superintendent of Police, Mr. Rajah Mohammed, who retired recently. Both the Officers took over their respective offices at Nettappakkam on the 6th July, 1954. A civil and a criminal Court has also started functioning from the 15th August, with Sri, Shiva, a Senior Judge of the French Government who was lately the Judge and Administrator of Yanam till the date of liberation of the French area. Within a short period of administration of the liberated area, the French India Liberation Government has effected considerable and remarkable improvements all round. The most part of the work that has been, done by this Government has been in the matter of providing Education and Medical relief to all the villages. There were only ten schools in the whole liberated area prior to the liberation, and even these schools were being managed by teachers with poor education, some of them having no regular trainingin teaching work. Besides improving these 10 schools, the new Government have started 15 more schools and it is now running 25 schools in all, of which most of the teachers are secondary-trained teachers. There is very good strength in all the schools and the number of children attending these schools are daily on the increase. To create enthusiasm and interest in the villages in starting these new schools and to appeal to the villagers to show their keenness by providing buildings for these new schools themselves, the Government are providing teachers with equipments and all other requisites. I have had the opportunity to see these myself when I was touring in some villages with Mr. Paul and the Educational Officer. In two villages new buildings have sprung up within a short time and the Government have no difficulty in starting schools

quickly. Very little opportunity had been given by the French Government to the villagers particularly to the Harijans, to educate their children and themselves. With new schools that have been started young children do not have to go beyond half a mile from their houses to have their Elementary Education. Schools have also been provided separately for the Harijan children to have their Education.

Arrangements have also been made to conduct 20 Adult Education centres for the benefit of the Adults, who have had no opportunity of education in their early days. The Administrator, Sri H. S. Paul who has organised hundreds of Social Education centres in South Arcot and Chingleput districts, when he was the Collector of these districts is taking special interest in organising these centres The Organising Secretary at the invitation of Mr. Paul visited the area and inaugurated four centres. It is expected that within a week or two another 10 schools will be started. A special training course will also be conducted to the workers in Adult Education methods. A compact area may also be selected for the intensive campaign of Adult literacy work in two or three villages. The whole liberated area will be electrified in the next few weeks with the liberation from illiteracy. It is because that there is a very great enthusiasm among adults there is practically a clamour for these centres. Similar achievements have also taken place in providing Medical Relief to the villagers. Prior to the Liberation there were only three dispensaries in the area. Two more dispensaries have been started.

Every village is not happy because of the Electric supply cut off which they were using till sometime before the Liberation. This has happened because the agreement with the French was not renewed. This has affected the ryots in the villages because a large number of electric pumping sets were used. If this area is merged with the Indian Union there would be soon arrangements to restore Electric supply and thus help in making the people happy who were longing for merger with the Indian Union.

JAI HIND

News and Notes

Janta College for Bhopal.

The Government of Bhopal has decided to start shortly a Janta College with a view to link the educational expansion programme with the overall development of the community, according to Dr. D. I. Lall, Director of Education, Bhopal.

* * *

UNESCO Seminar on Arts and Crafts.

Mrs. Kamladevi Chatopadhya has been invited by the UNESCO to attend the Seminar on Arts and crafts which is being held at Tokyo from August 28 to September 25. The Seminar will discuss the importance of crafts in education. Two other delegates have also been invited from India to participate in this Seminar.

* * *

Adult Education in U P.

One thousand classes for adult education were held in twenty six Community Projects of Uttar Pradesh during last winter by nearly one hundred social workers. About fifteen thousand adults learnt to read and write and solve arthmetical problems. The social workers arranged for music and kirtans in order to attract the village folk to the classes.

* * *

Bombay City Adult Education Committee.

The monsoon session of the classes conducted by the Bombay City Social Education Committee has begun from July, 12. Economics, Political Theory, European and Indian languages, Radio communications and servicing, public speaking, are some of the subjects covered by the lecture courses.

During the summer session, the Committee made 7,000 adults literate.

* * *

Rural Library Inaugurated.

A rural library was inaugurated at Yallambalse, Bangalore by the Chief Executive Officer of Mysore State Adult Education Council. Mr. T. V. Thimme Gowda made a fervent appeal for the co-operation of the people, particularly of the villagers, in the successful wiping out of illiteracy among the people.

Mr. A. Krishnamurthy Rao, Honorary Secretary of the Mysore State Adult Education Council presided.

* * *

Social Education under Bharat Sevak Samaj.

The Bharat Sevak Samaj has opened a social education and information centre in Vinay Nagar, New Delhi, where information on various aspects of the Five Year Plan would be made available.

Shri Gulzarilal Nanda, Minister for Planning visited the Centre sometime in June and expressed hope that the Centre would carry the message of the Five Year Plan and value of voluntary effort to the 40,000 inhabitants of Vinay Nagar Colony.

* * *

Compulsory Adult Education in Jails.

According to newspaper reports, the West Bengal Government have decided to introduce compulsory adult education for jail population. All convicts below 50, and having sentences of more than three months' term of imprisonment in 14 districts and central jails in West Bengal will have to attend the schools from this year. Classes will be held on all week days.

Prisoners convicted to less than 3 months imprisonment and those above 50 years of age would have option to attend such classes.

* * *

Social Education in Delhi State

The Delhi State Government has decided to intensify its social education programme. A scheme has been formed that will cost the State an additional expenditure of Rs. 5,00,000.

Part-time literacy centres will be converted into whole-time community centres and each village will have such a centre running under the supervision of a whole time worker. It is proposed that seven big community centres be set up in the larger villages. The State Government also has a proposal to set up a mobile college for training women in youth leadership.

* * *

Dr. Jha's Advice to Students.

Dr. Amaranatha Jha, Chairman of the Bihar Public Service Commission and President of the Indian Adult Education

Association, while speaking on the annual installation banquet of the Dhanbad Rotary Club, said that illiteracy could be liquidated if every student devoted four months to the task of teaching people in villages and towns.

Dr. Jha said the medium of instruction should be in regional languages. English should be learnt to maintain international contacts. He stated: "It would be a sad day if through prejudice we give up learning English".

Dr. Chakravarty of the Asansol Club proposed a vote of thanks to Dr. Jha.

* * *

Programme Extension Service of the Delhi Municipal Committee.

The Delhi Municipal Committee, Social Education Department observed its first anniversary of the Programme Extension Service on July 10, when Dr. P. C. Young, UNESCO representative in South Asia presented a mobile film van to the Delhi Municipal Committee. This van was purchased from the gift of $ 7,700 collected by the Pennsylvania Education Association. Delivering his address Dr. Young said "May this day mark the beginning of a further and very fruitful expansion of the Social Education Department's Extension services designed to reach, those, who are not yet directly grouped for Social Education in one of your existing 19 centres. May this gift from friends whom you have never seen, but who have become your friends through the spirit of the United Nations, carry with it the message of the universal brotherhood of man.

* * *

A New Approach to Social Education.

The All-India Mass Education Society proposes that children, youths and adults be organised into Bal Mangals, Gram Mangals and Annadatas to work for the good of the family. Those who wish to improve their home and farm are enrolled into Short Camps.' In these camps sanitation, co-operation. cultural standards etc. are studied and immediate possibility of effecting improvement is worked out. After the camp, members are contacted individually and are guided on spot in their actual work. Mass meetings, Kathas, Kirtans, etc. are organized by these very Mangalams in their villages wherein a need for every one's joining this movement and drawing benefit therefrom is emphasized.

This is just a rudiment of 'Mangalam' concept. The Society Sevadham, Gonda, shall be happy to receive any correspondence in this matter.

* * *

UNESCO Group Training Course.

The Group Training Course for specialists in Fundamental Education organised by UNESCO in Mysore District has ended recently. Mr. John Bowers of the UNESCO Division of Fundamental Education was in charge of this training course.

The training course was intended to equip participants with the knowledge and experience required for international and national service as specialists in Fundamental education. About 17 young men and women from European and Asian countries attended this training course. The trainees prepared a series of illustrated literacy primers for adults, educational films on horticulture for villagers and a set of six experimental radio broadcasts.

The second group training course will begin at Yellwal on September 15 and continue until May, 1955. Trainees from Australia, Canada, New Zealand, Japan, Ceylon, Thailand, Philippines, India Nepal, Indonesia, Korea, Norway and the U. S. A. are expected to participate,

* * *

Benefit Show in Aid of the Adult Education.

A benefit film show in aid of the Madras Students' Adult Education Council was held at the Gaiety Theatre on 22—8—54 when Mr. P. Ramachandran, Secretary, Tamil Nad Congree Committee presided.

Mr. Charles Kent, Vice-President of the Council welcomed the gathering.

Miss Jayalakshmi Subramaniyam, President of the Council said the entire collection of the show will help on the literacy campaign. The aim of the council was to erect in the first place, a small structure where classes for the adults could be held and to organise a seminar on Social Education.

Mr. P. Ramachandran said that the Adult Education Movement would help in the growth of democracy and he was glad to note that Students of the City were taking keen interest in the liquidation of illiteracy.

Mr. N. Kingsley Raj, General Secretary of the Council proposed a vote of thanks.

A documentary on the Adult Education Seminar held at Adyar in 1952 was also shown to the gathering.

* * *

Madras Students Adult Education Council : Executive Meeting.

The First Executive Committee Meeting of the above Council was held on 7th August 1954 at Lady Willington Training College, Madras to chalk out further programme of the Council. The following resolutions were adopted.

(1) Resolved that a film show be organised in aid of the Council.

(2) Resolved that the General Secretary be authorised in consultation with the South Indian Adult Education Association to select a compact place in South Madras to organise intensive adult education campaign.

(3) Resolved that a Students' Seminar on Adult Education be organised in October 1954 and the following Office-bearers have been elected:

Director:— Mr. C. R. Paramesh,

Associate Director:—Miss Jayalakshmi Subramaniyam,

Secretary-General:—Mr. N. Kingsley Raj,

Joint Secretary and Recorder:—Mr. A. K. Ramabushanam.

Resolved that an Adult Literacy March be organised in the City of Madras.

Messrs T. J. R. Gopal and M. I. Jagannath and C. R. Paramesh were present on special invitation.

* * *

Bhils Respond to new Methods of Literacy.

In Dungarpur, district of Rajasthan where about two lakh Bhils live, Community Project personnel are making a good headway in raising the standard of living, equipping the Bhils with new skills for new occupations, increasing their agricultural production and in creating and maintaining their enthusiasm for literacy.

New methods to arouse interest in literacy are being tried out. The names of members of a family are written on the house wall and each member is taught to spot out his or her name. Women who are shy to speak out their husbands' names readily point them out on the wall. Eventually, they begin to recognise their names.

Another technique being tried out is that labourers working on a road or tank are made to wear a metal disc round their neck. The first letter of a labourer's name is written on this disc. After he becomes familiar with one letter another is added and so on till he knows the spelling of his name and of his co workers. The interest thus created is sustained through night literacy centres and classes conducted at the site of the work.

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Organising Secretary's Visit to Gandhigram.

Sri T. J. R. Gopal, Organising Secretary, the South Indian Adult Education Association, Madras, at the invitation of Rev. R.R. Keithan gave a Training at Gandhigram, Mathurai for 18 constructive workers of Tamil Nad Gandhi Nidhi and 30 Bhoodan workers in Adult Education methods and Organisation. Adult Education has become a part of their Training. Two years course for the constructive workers ended on 15th August 1954 whereas the 30 days' training for the Bhoodan workers will end later. These two batches of workers have been specially requested to organise Adult Education Centres in their respective places when they leave Gandhigram and choose a place for doing intensive constructive work in the villages in Tamil Nad Progress Report from these friends will be made available in our columns of our review in the near future.

During the stay at Gandhigram, Mr. Gopal paid visits to Social Education centres organised and conducted by the Community Projects, Gandhigram, Mathurai. Mr. Gopal along with Mr. Meikandar, the Social Education Organiser, Gandhigram and Srimathi Alamelu Ammal, Social Education Organiser, visited Vadugapatti and Kattukulam. At Kattukulam, the Organising Secretary, visited an Adult Education Centre, Nine Adult Students were present. The teacher of the centre demonstrated in teaching an adult, which was very much appreciated although the teacher was not trained. Later, the Organising Secretary visited Vadugapatti Adult Education Centre and addressed a meeting of the local Public, which was much against his wish.

Mathurai Students' Adult Education Council.

Mathurai City Students' Adult Education Council was inaugurated by Sri K. S. Ramaswami Sastriar, Hon. Organiser to Madras Government on 10th August 1954 at Sourashtra Secondary School, Mathurai. The function was presided by Sri A. Gopalan, B.A., L.T., Divisional Inspector of Schools, Mathurai.

At the beginning of the function Sri T. R. Raghavan, Organiser, Mathurai District Adult Education introduced the following Office bearers of the Council:

President:—Sri J. Eddy.

Vice-Presidents:—Srimathi Sakuntala; and Sri T. Seshatri,

General Secretary:—Sri P. Balasubramaniam,

Joint Secretaries:—Sri C. Krishnaswamy; and Srimathi Mariamma Abraham.

Members of the Executive Committee:—Srimathi Senthamizselvi; Srimathi Annalakshmi; Srimathi O. Anandavalli; Sri B. K. Ramamoorthy; Sri P. Sethuramarathnam; Sri M. S. Janardhanam; Sri Malaikannu; Sri N. Govindaraj; Sri N. Meenakshisundaram; Sri S. P. Sundaram; Sri S. S. Ramaswamy; Sri R. Venkataraman; and Sri T. R. Venkatachari,

Then the President of the council welcomed the guests and the Vice-President Srimathi Sakuntala B.Sc. (Hons) explained the ideals of the council.

In his inaugural address Sri K. S. Ramaswamy Sastri stressed the need of the Adult Education and called the students, the citizens of tomorrow to serve for the noble cause of Adult Education and also explained the present Education and the Politics of today.

The guests and the speakers were garlanded by the students body of Mathurai College.

In his vote of thanks Sri P. Balasubramaniam assured the chairman and the speakers that the council will be vigorous in all its growth and activities. With the singing of the National Anthem the function came to an end.

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Madras Students' Adult Education Council.

The First General Body Meeting of the Madras Students' Adult Education Council was held on 30th July 1954 at Ethiraj College, Madras. Students Representatives from various Colleges were present. The following Office-bearers were elected for the academic year 1954-55.

President:—Miss Jayalakshmi Subramaniyam (Lady Willington Training College).

Vice-Presidents:—Miss C. Nirmala (Ethiraj College); and Mr. S. C. Charles Kent Sir Theagaroya College).

General Secretary:—Mr. N. Kingsley Raj (Vetarinary College),

Joint Secretaries:—Miss S. Gajalakshmi (Ethiraj College); and Mr. N. Chandra Varkar New College).

Treasurer:—Mr. K. Satyanarayanan (A. M. Jain College.)

Executive Committee Members:—Mr. V. Haridoss (Government Arts College); Mr. Mukhunda Madavan (Meston Training College); Mr. A. K. Ramabushanam (Pachiappas College); Mr. Dharmalingam (Law College); Mr. Govindarajan (Engineering); and Miss Sarojini Subramaniam (Women Christian College);

Mr. T. J. R. Gopal, Organising Secretary of the South Indian Adult Education Association addressed the gathering. Mr. P. V. Veeraraghavan, Asst. Professor of Psychology, Presidency College, presided

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